

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☒ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Ms. Devarn M. Flowers

Official School Name: City of Pembroke Pines Charter Middle (West and Central)

School Mailing Address:
18500 Pembroke Road
Pembroke Pines, FL 33029-6108

County: Broward State School Code Number*: 06-5081

Telephone: (954) 443-4847 Fax: (954) 447-1691

Web site/URL: http://www.pinescharter.com E-mail: dflowers@pinescharter.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Charles F. Dodge

District Name: City of Pembroke Pines Tel: (954) 443-4847

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Patricia Omran

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
1 Middle schools
1 Junior high schools
1 High schools
4 Other
4 **TOTAL**

2. District Per Pupil Expenditure: 8512

Average State Per Pupil Expenditure: 8424

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	192	210	402
K			0	8	199	201	400
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	196	207	403				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1205

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
5 % Asian
25 % Black or African American
37 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
30 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	1200
(5)	Total transferred students in row (3) divided by total students in row (4).	0.018
(6)	Amount in row (5) multiplied by 100.	1.833

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 254

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 150

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>41</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>2</u>
Classroom teachers	<u>58</u>	<u>2</u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>6</u>
Support staff	<u>8</u>	<u>22</u>
Total number	<u>82</u>	<u>34</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	89%	87%	91%	83%	86%
Teacher turnover rate	6%	13%	17%	15%	19%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

South Florida is a highly transient area and the cost of living is much higher than in most other areas of the country. The salary schedule for teachers who have taught less than five years is not commensurate with the growth of South Florida's economy thereby contributing to the attrition rate. In addition, the attrition rate is affected by teachers relocating as a result of spouses or immediate family members securing higher paying positions out of the area.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Pembroke Pines Charter Middle School (PPCMS) is a unique and vibrant school experience where every child is provided an opportunity to learn and grow to his/her full capacity. It has a rich history and has responded to the evolving needs of the community.

During the 1990's, the City of Pembroke Pines experienced astronomical growth. The school district was challenged with providing schools to accommodate 10,000 new students annually. In response to the overcrowding, the mayor had a vision that would address this challenge. Within 15 months, Pembroke Pines built and opened two elementary schools and a middle school. Due to the success of the middle school and overwhelming parent requests, in 2002 the City of Pembroke Pines opened a second campus to support its feeder pattern. Today, Pembroke Pines Charter Schools (PPCS) have expanded to a K-12 feeder system providing students with an experience filled with much loved traditions and student accomplishments.

Parents and students alike appreciate the many advantages of being enrolled in a school with a family environment where parents are intimately involved in their children's education. Parental involvement is a tradition upon which the school was founded. The school believes that the work and values of school should be extended to the home. Parents complete a minimum of 30 service hours each year by volunteering for school-related activities.

Parents and the school collaborate to nurture every child's potential. The vision of the school is all children will achieve educational excellence and become productive citizens in a diverse and ever-changing society.

Traditions provide a sense of stability that help children feel more secure during times of transition in the school's K-12 system. Paramount to its success, PPCMS' small school size fosters a safe and orderly learning environment where each child is provided an opportunity to learn, grow, and be individually recognized. A uniform dress code encourages greater respect for the individual student and results in higher standards socially and academically.

PPCMS focuses on academic achievement and the socio-cultural development of each child as outlined in the mission statement. The school has demonstrated continuous improvement and maintained academic rigor since its inception. PPCMS represents a culture of active readers where the teaching of reading skills is integrated throughout each subject area as evidenced by its continued stellar performance.

PPCMS has consistently earned an "A" rating. Each year, students have exceeded district and state averages, and subgroups have continuously met Adequate Yearly Progress (AYP). In 2007, PPCMS was one of 53 schools honored by The Center for Education Reform as a part of its National Charter School of the Year program. This recognition was awarded for excellence in achievement, innovation, and accountability. Teachers are creative and provide structured learning to reflect real life experiences. Students continually rank high in district academic competitions.

The success of PPCMS can be attributed to its K-12 feeder pattern, small school size, high expectations, and academic rigor. The curriculum reflects the needs of all students including Exceptional Student Education (ESE) support and differentiated instruction for struggling and advanced students. A variety of sports, clubs, and organizations are provided to supplement the instructional program, reinforce leadership skills, and teach students the importance of service to the community.

Ultimately what makes our school worthy of this honor is that it reflects a culture of excellence, in which a dedicated, esteemed faculty embraces the belief that every child can achieve to his/her fullest potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State Department of Education utilizes the Florida Comprehensive Assessment Test (FCAT) as a basis for student accountability. It measures student performance on selected benchmarks in reading, mathematics, writing, and science that are defined by the Florida Sunshine State Standards (SSS). Achievement levels describe the success a student has attained on the SSS as tested on the FCAT Reading, Mathematics, Science, and Writing+ assessments.

Achievement levels, based on both scale scores and developmental scale scores, range from 1 (lowest) to 5 (highest). The state performance level that demonstrates “meeting the standard” is measured by the percentage of students at or above a level 3, or “meeting high standards”.

http://fcat.fldoe.org/mediapacket/2008/pdf/08pressPacketGR4_10.pdf

“Meeting high standards” is a vital component utilized in calculating a school’s overall performance grade. Other components include the percentage of students making learning gains in reading and math and the lowest quartile making adequate yearly progress. A grading scale (A to F) is used to rate schools based on performance. PPCMS has achieved an A rating since its inception.

<http://schoolgrades.fldoe.org/pdf/0708/SGGuide2008.pdf> ,<http://schoolgrades.fldoe.org/default.asp>

Over the past five years, PPCMS has achieved a 15% increase in the number of students meeting high standards in both reading and math. In 2008, 84% and 83% of the students met high standards in reading and mathematics respectively, far exceeding the state average of 60% for both subjects, and the district average of 63% and 64% as well.

Analyzing the data by grade level over a five year period, longitudinal growth is evidenced each year in the percentage of students meeting high standards in mathematics. In 2004, 67% of sixth graders met high standards in math. This same group of students in 2005 (as seventh graders) continued to demonstrate growth with 75% meeting high standards. In 2006, (as eighth graders), 79% met high standards in mathematics.

This growth trend in mathematics is observed each year at every grade level and sub-group with the greatest increase occurring from 2005 to 2007. In this data set, sixth graders in 2005 soared from 61% meeting high standards in mathematics to 85% in 2007 as eighth graders. This 40% growth is attributed to the adoption in 2006 of a supplemental mathematics instructional program, Acaletics, the implementation of the school-wide instructional focus calendar, and a highly qualified instructional team.

In reading, the number of students meeting high standards was among the top three performing middle schools in Broward County in 2008: 89%, 87%, and 76% of the students met high standards in grades six through eight, respectively. The state averages were 63%, 65%, and 53%; the district averages were 67%, 67%, and 56%.

State-wide statistics show a decline in reading scores from seventh to eighth grade; however, PPCMS has experienced this pattern to a lesser degree. Researchers attribute this trend to an increase in passage length and complexity, and the addition of short and extended responses not present on sixth and seventh grade assessments. PPCMS has responded to this development by fostering partnerships between subject areas. The relationship between reading and the understanding of content area material is uniformly reinforced in every class through the use of high yield reading strategies.

http://blogs.orlandosentinel.com/news_education_edblog/2007/10/teenagers-and-t.html

PPCMS is dedicated to increasing student achievement at all levels and in every subgroup. Over the past five years, PPCMS has successfully narrowed the achievement gap. The school has observed growth in the

percentage of students at or above grade level in every subgroup measured with an average growth of 20% in both reading and mathematics over the past five years.

As a result of PPCMS's commitment to high standards, it is ranked among the top performing schools in Broward County, and last year, was one of only six of the 58 middle schools in the county to achieve AYP.

2. Using Assessment Results:

PPCMS analyzes assessment data as the foundation of its system of continuous improvement. Data from several sources including FCAT, Benchmark Assessment Test (BAT), Scholastic Reading Inventory (SRI), Progress Monitoring Reporting Network (PMRN), and formal and informal assessments are obtained and analyzed. Information acquired drives the school improvement process.

The process begins with the analysis of the state assessment results released at the close of each academic year. The leadership team convenes and disaggregates data by grade levels, subgroups, and subject areas. Key components are addressed including strengths and weaknesses by benchmark and comparative data is assessed to determine if learning gains were achieved.

A School Improvement Plan (SIP) identifies academic priorities and aligns resources for the upcoming school year. It establishes goals for reading, math, science, and writing. The SIP outlines specific objectives, including a timeline and a monitoring process for their implementation. Research-based strategies are identified as a part of the process and existing programs are continually monitored for their effectiveness.

The results of the FCAT are used to develop a Progress Monitoring Plan (PMP) for level 1 and 2 students. This plan, written by the teachers, specifically identifies materials and resources to be implemented throughout the year.

At the beginning of the year, a pre-test is administered to assess the students' performance levels. A school-wide BAT, aligned to the state standards, is administered to identify individual student progress towards mastery of the SSS in reading and mathematics. On-going assessment results are analyzed through learning community meetings and instruction is readjusted as deemed necessary.

Students who are not demonstrating progress are provided additional support for improvement including before/after school tutoring, Saturday Camp, and small group instruction. In addition, a mentoring program which addresses the needs of low achieving students has been established through "Power of One". Each student in the lowest quartile is matched with a faculty member who volunteers to establish individualized goals, provide encouragement and academic support, and celebrate achievement.

3. Communicating Assessment Results:

PPCMS prides itself in maintaining ongoing communication with parents, students, and the community. It employs a variety of methods to reach all stakeholders via monthly newsletter, school web-site, global email, phone link messaging, and general correspondence.

Individual student FCAT assessment data is mailed home to parents when the results are finalized. This report identifies reading, math, science, and writing results detailing an explanation of SSS mastery. Annually, a Family Night is held whereby assessment results are thoroughly explained and reviewed with parents and students.

As a means of ongoing monitoring and assessment in reading and mathematics, BAT reports identifying students' specific strengths and weakness as aligned to the SSS are mailed home to parents twice a year. Included in the report are suggestions for improvement, which the school believes are critical to the success of

students. Additionally, results are thoroughly reviewed with students in conjunction with a rationale for each correct answer.

The SRI exam is administered twice a year. Results of this test identify a student's lexile score which in turn allows the student to choose books commensurate with his/her reading level. This information is provided to parents and students twice a year.

Every quarter, students and parents are given a report card detailing academic performance in each subject. At the midpoint, an interim report is issued to inform parents of the students' progress. Parents can also access report card information, including FCAT results, via Virtual Counselor, a web-based system of parent communication.

As part of the tradition of on-going communication with parents, the Annual School Accountability Report is made available at the school and by means of the school's web-site. This comprehensive report provides parents and the community information about the progress of the school. Outlined are demographic composition, No Child Left Behind (NCLB) indicators including AYP, and a detailed explanation of FCAT performance results at all levels and grades. The schools' overall assessment performance is shared and discussed at the advisory counsel and commission meetings, ensuring collaboration between the school, parents, and community.

4. Sharing Success:

Proud of its academic achievements, PPCMS readily shares its successes with other charter school colleagues at monthly meetings, at state workshops, with various individuals looking to start similar municipally-operated charter schools, and with teachers from a failing charter school.

At the Consortium of Public Charter Schools monthly meetings, PPCMS has shared its successes for improving writing skills and student overall achievement at several meetings. In addition, PPCMS language arts department has collaborated with a local charter school and shared effective writing strategies.

Principals presented at the State Leadership V Charter School Conference held last August where approximately 300 educators, community members, and business leaders attended the "Strategies For Success" conference. The presentation focused on practices that have contributed to the school's success.

PPCMS students have demonstrated steady improvement as reflected in their FCAT scores. The school has also consistently made AYP. As a result, start-up schools continually meet with representatives from the school and the city manager to discuss successful and exemplary practices. The school offers its framework as a model for implementation to other charter schools.

Curriculum design and best practices were shared with a failing charter school during the 2007-2008 school year. PPCMS was chosen as one of its mentor schools. Meetings were held with the administrative staff of the school and its teachers collaborated with PPCMS teachers regarding proven, successful, researched-based strategies. PPCMS further assisted the school in its plan of academic improvement by hosting a workshop on Marzano's High Yield Strategies and invited their teachers to attend.

As part of its strategy to assist schools in closing the achievement gap among students, PPCMS will continue to share proven research-based strategies and resources that have contributed to its success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

An interdisciplinary curriculum focuses on critical reading in the content areas and is rooted in the Differentiated Instruction Model and Marzano High Yield Strategies. Teachers establish instructional priorities and daily employ an instructional framework that focuses on pre-reading, during-reading and after-reading strategies. Students are engaged in accessing prior knowledge, establishing a purpose for learning, demonstrating low to high cognitive levels of comprehension, and producing evidence of content mastery of both conceptual understanding and skills attainment. Teachers employ a rich mix of resources including Reading Counts, an independent reading program, themed-based projects, real life experiences, daily reading and writing activities, newspapers in the classroom, media web-based research, and multicultural support activities. Based on the principle of metacognition, students chart their progress through a personalized learning plan in consultation with teachers. Teachers utilize research-based strategies consisting of modeling, guided reading, and independent reading to address all students including struggling, on grade level, and advanced students.

Language arts and reading teachers collaborate to engage students as creative and critical participants of a literacy community. The Differentiated Instruction model allows for the use of an intensive reading program that addresses the needs of struggling students with a focus on fluency, vocabulary, and comprehension. Through modeling, interactive and independent activities, students create, critique, and evaluate multiple forms of texts such as digital writing, newspapers, magazines, expository, narrative, and literary texts.

In the interactive social studies classroom, students critically analyze a variety of informational texts and expand their conceptual understanding of how world cultures and societies have evolved over time.

Mathematics students are engaged in problem solving and the application of mathematical concepts to real world issues. Classes are interactive, employing diverse forms of manipulatives with multiple strand exposure in algebraic thinking, number sense, data analysis, geometry, and probability.

Teachers deliver the science curriculum by utilizing the inquiry-based model. Students apply critical reading strategies to understand essential ideas, pose hypotheses, conduct experiments and engage in problem solving. The interactive labs are a vital part of instruction. Students work collaboratively to analyze science problems, generate and test hypotheses, synthesize data, draw conclusions, and write about their findings.

Music students apply critical reading comprehension skills to analyze, compose, arrange, and perform various types of music. They work to understand the principles behind mastering the art of playing an instrument, extending their conceptual understanding of practice, personal responsibility, team work, and performance. The acquisition of these skills is evidenced by participation in competitions where students have consistently earned superior ratings for five years in county and state competitions.

The Spanish language curriculum, a high school credit program, engages students in high cognitive activities utilizing diverse types of reading texts. Students apply critical thinking strategies to demonstrate knowledge of subject matter and the application of language and communication skills. During the years 2003-2008, students consistently achieved high performance ratings in the Broward County School District competitions in the categories of Spanish for Spanish Speakers and Spanish I for Non-Spanish Speakers.

A visual arts curriculum allows students the opportunity to combine critical language skills with the artistic process and produce a variety of visual arts texts, including complex two and three dimensional art media, portraits, sculptures, and still life art. Students analyze and interpret works of art, demonstrate understanding of the contribution of the artist to the society, and express themselves as evolving artists. Students have received

awards and recognition within the school district, the state of Florida, and nationally. They exhibit extensively throughout Broward County, ranking among the top three awards per competition.

2b. (Secondary Schools) English:

The PPCMS English department's mission is to empower each student to become a discerning reader, insightful writer, and an innovative thinker. Through the leadership of the English department, PPCMS has embraced the idea that reading is the core foundation for every subject area. English language standards are integrated across the curriculum.

The department commits itself to the philosophy that the style and pace at which children learn vary. A diverse curriculum addresses the needs of all children and provides rich experiences that incorporate a wide range of literature based activities focusing on comprehension, analytical thinking, vocabulary, and writing strategies. Teachers utilize various pedagogies and research-based strategies through whole class, small group, and individualized instruction.

A rigorous state aligned curriculum utilizing the principles of Differentiated Instruction serves as the basis for classroom instruction. Data from the SRI, FCAT, PMRN, and pre/post BAT is the tool for identifying reading proficiency levels and is used for establishing instructional priorities. This continuous data analysis enables teachers to tailor instruction to meet individualized needs.

PPCMS has designed a comprehensive reading program. A two hour Intensive Reading Program provides daily prescriptive instruction for readers scoring levels 1 and 2. Unique to PPCMS, all sixth graders are required to take reading at their appropriate level. Additionally, all seventh and eighth grade students scoring at or below a level 3 take reading. In response to research indicating that many high achieving students decline in performance levels, PPCMS has designed a high cognitive ability program that extends beyond the school day. This pre-SAT/National Merit Scholarship Program supplements the rigor of the grade-level curriculum.

Realizing the intrinsic value of reading, the English department has created an independent motivational reading program utilizing Reading Counts, which is interwoven throughout all core classes. Students choose reading selections that are appropriate to their reading level, yet challenging enough to encourage them towards greater acquisition of new vocabulary and advanced comprehension skills. As a testament to the success of this program, a large number of students exceed the minimum requirements and are celebrated for their accomplishments each quarter. A direct correlation exists between this program and the school's high performance levels.

This strong focus on reading across the curriculum has created a rich environment and has continually led the school to exceeding NCLB requirements. In 2008, 99% of students scored at or above the state average.

3. Additional Curriculum Area:

The mathematics department designs and delivers a rigorous and diversified curriculum which is data-driven and student-centered. Essential skills are derived from the five strands of the mathematics SSS: Number Sense and Operations, Measurement, Geometry, Algebraic Thinking, and Data Analysis. At the beginning of each academic year, teachers analyze the proficiency levels of the students in their classes based on individual FCAT scores.

A culture of high expectations establishes fluency and mastery as priorities. Teachers infuse lessons with reading skills by asking higher-order essential questions and employing Creating Independence through Student-owned Strategies (CRISS). The curriculum is supplemented by programs such as Acaletics, a research-based program which provides students with a multi-strand exposure. In addition, interactive web-based programs, Riverdeep and Focus, support students' individual learning needs.

Three math courses are offered at each grade level, including the high school credit courses of Algebra I Honors and Geometry Honors. The school's feeder pattern allows for vertical alignment, successfully transitioning students from elementary through high school. Annually, a course rubric is utilized to ensure proper placement.

Marzano's High Yield Strategies are employed by math teachers. Before daily lessons begin, objectives are explained, new vocabulary is introduced, and prior knowledge is activated. During lessons, teachers utilize visual, auditory, and kinesthetic approaches to complement differing learning modalities. Concrete and virtual manipulatives are used. Teachers model lessons allowing time for independent practice or cooperative learning activities. Formal and informal assessments are administered and re-teaching is implemented when deemed necessary.

PPCMS math teachers empower students to productively contribute to society. The significance and relevance of the material to real-world applications are emphasized. Students collaborate and share alternative problem solving strategies. They describe their meta-cognitive processes and explain the errors found in their work. The deeper comprehension that results prepares students to be life-long learners.

4. Instructional Methods:

The key instructional strategy used school-wide is based on the principles of guided reading strategies and metacognition. Teachers work with students to create individual learning goals that improve student progress and lead to academic gains. Based on data findings, the school designs instructional priorities and learning objectives that accommodate the multiple ways students learn.

Within the classroom, teachers and students design individual learning plans based on formal and informal assessments. As a result, instruction is differentiated according to the proficiency levels of students, including all subgroups and students scoring at Levels 1 and 2 (mathematics and reading). Teachers differentiate instruction by asking various levels of questioning, using graphic organizers, implementing flexible grouping, and modifying content delivery. Students are accommodated through smaller group settings as well as additional resources that extend beyond the classroom to promote their diverse learning styles.

Classrooms are further developed to accommodate ESE and gifted high achievers. Support facilitators partner with content area teachers to facilitate learning objectives and ensure that individual educational plans are effectively implemented. The academic performance of these students is continually monitored for mastery and adjustments to the curriculum are implemented when deemed necessary.

PPCMS continually evaluates and designs innovative activities and programs to meet the needs of gifted high achievers. This is accomplished through course offerings, supplemental programs, and innovative strategies such as Socratic Seminars and debates.

Web-based instructional resources including Riverdeep and Focus (math and reading) allow teachers to set individualized benchmarks for students while monitoring progress. Before and after-school programs, in addition to Saturday Camps, provides students with a variety of methods to remediate their learning. These are offered for reading, mathematics, writing, and science. Each activity is supervised by certified teachers in a small-group interactive learning environment.

5. Professional Development:

Critical to the success of student achievement is the implementation of an effective staff development program which is a direct result of an analysis of the data and the identified needs of the student. Data is analyzed according to the students' mastery of content standards. Teacher training needs are identified based on these data findings. Through a collaborative process, stakeholders create the SIP and design professional development objectives that include resources and a time line for achieving these objectives.

A plan of action is established to facilitate training so that teachers are prepared to implement this newly acquired knowledge in a timely manner. Through formal and informal assessments, continuous support is provided in the form of mentor teachers, learning communities, and one-on-one support by the curriculum specialists. Every effort is made to ensure that teachers receive training during the summer months so that newly learned strategies and practices are implemented at the start of the school year. Training is an ongoing process throughout the school year and may be adjusted after benchmark assessments have been analyzed so that teachers can best address student needs.

All teachers have taken the necessary training to become endorsed in providing instruction to speakers of other languages. In addition, teachers have received training in CRISS, providing them with research-based strategies that increase student achievement. PPCMS has sponsored trainings by state and national experts on topics that include differentiated instruction, vocabulary in the content area, and higher order questioning.

Early release and teacher planning days provide PPCMS teachers with opportunities to work in collaborative teams to share best practices, engage in modeling effective teaching strategies, and receive feedback. The staff development program is supported by the administrative leadership team, content area, and faculty meetings.

Learning community meetings are held in the mornings and afternoons by department. They provide another forum for a continuous exchange of ideas and strategies in order to afford students every opportunity to excel academically.

For new educators, PPCMS provides a high quality induction and mentoring program which further facilitates professional growth.

6. School Leadership:

PPCMS leadership is committed to implementing its mission of providing a high quality education in a safe and supportive environment that fosters life long learners. The leadership structure consists of the city manager who reports to the city commission. He serves as the superintendent of the charter schools. The principal, assistant principal, curriculum specialist, guidance counselor and teacher leaders reflect the leadership team at the school. This team embraces the school's mission as well as the charter school philosophy of responding to the needs of all children through innovative programs and partnerships with parents.

The principal reinforces teaching and learning, and promotes a culture of continuous school improvement. This involves a goal setting process in which student achievement data is analyzed, improvement areas are identified, and change is initiated. A vehicle that is used to identify and deliver instructional priorities is the Instructional Focus Calendar developed by the school's leadership team. Based on identified priorities, it provides a clear roadmap of instruction that is relevant and meaningful. It is consistently applied throughout all subject areas.

An ongoing collaborative environment with all stakeholders ensures that policies and programs are aligned to the school's priorities and improvement efforts. This is accomplished through regularly scheduled meetings with the leadership team, Continuous School Improvement Committee, and faculty. A continuous flow of information among students, parents, and the leadership team occurs through monthly advisory board meetings where all stakeholders collaborate to ensure that school policies and programs are implemented with the highest degree of fidelity.

All resources support the school's improvement priorities as detailed in the SIP. Curriculum resources are specifically identified and include textbooks, enrichment materials, technology, staff development, classroom equipment, and a professional library for teachers.

The school leadership supports the belief that students learn best in an environment that is safe and secure. This is accomplished through a proactive discipline program which includes a uniform dress code. The program directly impacts the ability to maintain an orderly school environment where the focus is on academic achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: FCAT

Edition/Publication Year: 2007-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	81	74	69	61	67
Level 4 and Level 5	44	41	35	29	36
Number of students tested	398	401	397	299	394
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	74	61	51	50	57
Level 4 and Level 5	31	23	27	21	27
Number of students tested	82	61	102	44	82
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	83	76	81	67	68
Level 4 and Level 5	51	50	48	35	37
Number of students tested	126	130	142	94	147
3. (specify subgroup): Black					
Meeting High Standards	75	61	50	40	56
Level 4 and Level 5	32	27	22	10	17
Number of students tested	112	89	100	83	70
4. (specify subgroup): Hispanic					
Meeting High Standards	84	75	67	68	66
Level 4 and Level 5	44	38	29	38	39
Number of students tested	133	145	128	93	142

Notes:

Subject: Reading
Edition/Publication Year: 2007-2008

Grade: 6
Publisher: Florida Department of Education

Test: FCAT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	89	84	89	74	78
Level 4 and Level 5	54	48	54	34	37
Number of students tested	398	401	397	299	396
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	83	72	85	61	63
Level 4 and Level 5	42	35	47	20	34
Number of students tested	82	61	102	44	83
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	86	88	91	82	84
Level 4 and Level 5	51	51	63	45	35
Number of students tested	126	130	142	94	148
3. (specify subgroup): Black					
Meeting High Standards	87	71	84	63	66
Level 4 and Level 5	51	34	43	20	28
Number of students tested	112	89	100	83	71
4. (specify subgroup): Hispanic					
Meeting High Standards	92	86	88	72	75
Level 4 and Level 5	55	51	50	35	37
Number of students tested	133	145	128	93	142

Notes:

Subject: Mathematics

Grade: 7

Test: FCAT

Edition/Publication Year: 2007-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	82	77	75	75	71
Level 4 and Level 5	47	46	44	41	40
Number of students tested	399	397	400	397	400
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	76	70	66	70	52
Level 4 and Level 5	36	33	35	30	20
Number of students tested	67	103	74	73	63
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	86	83	83	75	80
Level 4 and Level 5	58	61	56	40	47
Number of students tested	125	132	120	146	149
3. (specify subgroup): Black					
Meeting High Standards	71	69	55	63	52
Level 4 and Level 5	30	30	25	24	19
Number of students tested	86	97	95	67	91
4. (specify subgroup): Hispanic					
Meeting High Standards	83	75	79	77	73
Level 4 and Level 5	44	38	46	41	41
Number of students tested	152	138	142	149	141

Notes:

Subject: Reading
Edition/Publication Year: 2007-2008

Grade: 7
Publisher: Florida Department of Education

Test: FCAT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	87	86	90	79	76
Level 4 and Level 5	48	47	50	39	37
Number of students tested	399	397	400	397	400
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	81	80	85	70	49
Level 4 and Level 5	43	37	42	33	19
Number of students tested	67	103	74	73	63
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	89	89	92	82	84
Level 4 and Level 5	52	52	57	42	39
Number of students tested	125	132	120	146	149
3. (specify subgroup): Black					
Meeting High Standards	70	80	83	75	59
Level 4 and Level 5	37	38	33	23	26
Number of students tested	86	97	95	67	91
4. (specify subgroup): Hispanic					
Meeting High Standards	91	84	91	75	75
Level 4 and Level 5	50	47	50	41	37
Number of students tested	152	138	142	149	141

Notes:

Subject: Mathematics

Grade: 8

Test: FCAT

Edition/Publication Year: 2007-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	85	85	79	78	79
Level 4 and Level 5	50	54	45	46	45
Number of students tested	397	396	403	399	400
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	81	80	74	58	74
Level 4 and Level 5	38	47	40	28	28
Number of students tested	96	81	94	60	68
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	90	91	84	84	77
Level 4 and Level 5	64	60	48	55	51
Number of students tested	132	113	140	143	154
3. (specify subgroup): Black					
Meeting High Standards	74	67	67	58	73
Level 4 and Level 5	33	33	27	22	33
Number of students tested	92	95	67	90	79
4. (specify subgroup): Hispanic					
Meeting High Standards	86	89	78	81	82
Level 4 and Level 5	44	60	44	45	41
Number of students tested	145	145	154	145	143

Notes:

Subject: Reading
Edition/Publication Year: 2007-2008

Grade: 8
Publisher: Florida Department of Education

Test: FCAT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting High Standards	76	74	76	67	66
Level 4 and Level 5	33	29	32	25	27
Number of students tested	397	396	403	399	400
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting High Standards	69	70	77	47	54
Level 4 and Level 5	26	26	27	10	21
Number of students tested	96	81	94	60	68
2. Racial/Ethnic Group (specify subgroup): White					
Meeting High Standards	83	78	80	71	68
Level 4 and Level 5	45	28	37	32	26
Number of students tested	132	113	140	143	154
3. (specify subgroup): Black					
Meeting High Standards	65	60	71	54	58
Level 4 and Level 5	20	18	19	10	18
Number of students tested	92	95	68	90	79
4. (specify subgroup): Hispanic					
Meeting High Standards	74	78	74	68	66
Level 4 and Level 5	29	34	29	22	31
Number of students tested	145	145	156	145	143

Notes: